

APPALACHIAN LOCAL PASTORS SCHOOL
COS 324 Preaching
May 22 – 26, 2017

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Student Outcomes

Students will be able to:

1. Articulate a theology of proclamation.
2. Exegete a variety of biblical passages for preaching.
3. Evaluate sermons for biblical integrity, theological soundness, internal logic, and delivery, and appropriate insights gained from the evaluation of their own sermons.
4. Develop plans for ordering and delivering sermons in their congregational and communal context.

Texts

Brown Taylor, Barbara. *The Preaching Life*. New York: Cowley. 1993.
ISBN: 978-1-56101-074-5

Craddock, Fred B. *Craddock on the Craft of Preaching*. Eds. Lee Sparks & Kathryn Hayes Sparks. St Louis: Chalice, 2011. ISBN: 978-0-827205-3706

Long, Thomas G. *The Witness of Preaching*. 2nd ed. Louisville: Westminster John Knox, 2005.
ISBN: 978-0-664-22943-6

Wilson, Paul Scott, Gen. Ed. *The New Interpreter's Handbook of Preaching*. Nashville: Abingdon, 2008. ISBN: 978-0-687-05556-2

Pre-Class Assignments: Submitted by April 1, 2017

1. A 5 - 6 page Theology of Preaching Paper. Instructions for completing the paper can be found on page 4 & 5 of the syllabus. Save the as a .doc or .docx file to upload for submission(Student Outcome #1)
2. A Sermon Preparation Report prepared in conjunction with a sermon preached from one of the Revised Common Lectionary texts for the first four Sundays in season of **Lent 2017**. Lectionary preaching and worship resources can be accessed here:
<http://www.umcdiscipleship.org/worship/lectionary-calendar>

Instructions for completing the Sermon Preparation Report can be found on page 6 of the syllabus. **Please use the separate template provided on page 14 & 15 of the syllabus** for creating your preparation report. Copy and paste the Sermon Preparation Report into a separate document. The template allows you to fill in the appropriate information. You will then save the template as a .doc or .docx file and submit it as the completed assignment. (Student Outcome #2 & #3)

3. A Sermon Manuscript prepared from one of the Revised Common Lectionary Texts for the season of **Lent 2017** (The Sermon Preparation Report is prepared in conjunction with this Sermon Manuscript). Instructions for completing the Sermon Manuscript can be found on page 7 of the syllabus. Save the sermon manuscript as a .doc or .docx file for submission. (Student Outcome #3)

4. A Sermon Self-Evaluation completed after you have preached the sermon before the congregation you serve. Instructions for completing the Sermon Self-Evaluation can be found on page 9 of the syllabus. Please use the separate template provided for self-evaluation; it is found at the end of this syllabus on pages 16 - 18. The template allows you to fill in the appropriate information; save a .doc or .docx file to upload for submission. (Student Outcome #3)

Assignments Submitted in Class

1. Exegesis of Biblical Passages for Preaching. On Monday 5/25 the class will be divided into small groups. Each group will be assigned a passage of Scripture. **On Monday evening each group will be expected to meet for 2 – 2 ½ hours for the purpose of exegeting the assigned passage of Scripture and preparing a group presentation of key findings for the purpose of preaching the text.** Details for the completion of this assignment will be presented in class on Monday 5/25. (Student Outcome #2)

2. A Sermon of 12 – 15 minutes will be preached in class on a text from the Revised Common Lectionary for 5/28 (7th Sunday of Easter), 6/4 (Pentecost), or 6/11 (Trinity Sunday). A manuscript will NOT be submitted for this sermon; the grade for the sermon will be based on the oral delivery. **Sermons will be preached in class on 5/25 and 5/26.** Further directions for the sermon are located on page 10 of the syllabus. The sermon preached in class will NOT be the same as the one preached prior to class for the season of Lent. (Student Outcome #3)

3. A Sermon Preparation Report prepared for the in-class sermon is **due on 5/25 by 8 AM (please email to: stacy.minger@asburyseminary.edu)**. Preparation Report instructions are posted on page 6 of the syllabus. Please use the template provided on page 14 & 15 of this syllabus for creating your preparation report. Copy the Preparation Report into a separate document that you will submit as a .doc or .docx file. The template allows you to fill in the appropriate information. (Student Outcome #2 & #3)

4. Submit a Preaching Plan for ordering and delivering sermons in your congregational context from September 4 – November 26, 2017. The Preaching Plan is **due on 5/22 by 8 AM (please**

email to: stacy.minger@asburyseminary.edu). Directions for preparing the Preaching Plan can be found on page 11 of the syllabus. (Student Outcome #4)

Grading

Assignments due April 1, 2014

Theology of Preaching Paper	10 points
Lenten Sermon Preparation Report	10 points
Lenten Sermon Manuscript	20 points
Lenten Sermon Self-Evaluation	10 points

Assignments due in Class

Group Exegesis Project (due 5/23)	10 points
10 - 12 Minute Sermon Preached in Class (5/25 & 26)	20 points
Sermon Preparation Report (due 5/25)	10 points
September – November Preaching Plan (due 5/22)	10 points

Total Points

100 points

Grade Points Needed Description of letter grades

A	95 – 100	Exceptional work: surpassing, markedly outstanding achievement of course objectives.
A-	90 – 94	
B+	87 – 89	
B	83 – 86	Good work: strong, significant achievement of course objectives
B-	80 – 82	
C+	77 – 79	
C	73 – 76	Acceptable work: basic, essential achievement of course objectives
C-	70 – 72	
D+	67 – 69	
D	63 – 66	Marginal work: inadequate, minimal achievement of course objectives
D-	60 – 62	
F	0 – 59	Unacceptable work: failure to achieve course objectives

Directions for Pre-Class Assignments due April 1, 2017

Theology of Preaching Paper (due April 1, 2017)

Please use the following resources in preparing your Theology of Preaching Paper (5 - 6 pages). As you read each of these sources, consider how the author's ideas may help you in articulating your own answers to the questions provided below.

- * Brown Taylor, Barbara. *The Preaching Life*.
Read the entire book.
- * Craddock, Fred B. *Craddock on the Craft of Preaching*.
Read Chapter 2, pp. 9 – 17.
- * Long, Thomas G. *The Witness of Preaching*.
Read Introduction – Chapter 2, pp. 1 – 68.
- * Wilson, Paul Scott, Gen. Ed. *The New Interpreter's Handbook of Preaching*
Read the following articles:
 - “Concerns of the Text and the Sermon” by John M. Rottman, pp. 181 – 2.
 - “Authority of the Preacher” by Charles Rice, pp. 219 – 222.
 - “Call” by David M. Greenhaw, pp. 223 – 224.
 - “Character” by Andre Resner, pp. 225 – 227.
 - “Ethos” by Andre Resner, pp. 350.
 - “Authority” by Thomas G. Long, pp. 440 – 444.
 - “Holy Spirit and Preaching” by Cheryl Bridges Johns, pp. 460 – 464.
 - “Missiology” by Scott M. Gibson, pp. 465 – 468.
 - “Word of God” by Charles Bartow, pp. 502 – 506.

The Theology of Preaching Paper is NOT a report of your reading. Rather these readings have been provided to help you think through and develop your own theology of preaching. As you read these resources ask yourself the following questions:

- *Why do I preach?
- *What do I want to happen as a people hear and receive the sermon?
- *What is the central message about God (Father, Son and Holy Spirit) that permeates my preaching?
- *What is the central message about human beings that permeates my preaching?
- *How is God active in the preaching event?
- *What role does the preacher have in facilitating the hearer's response to the sermon?
- *What Scripture passages inform and shape my understanding and practice of preaching?

In the process of reading the books and articles listed above and thinking through these questions, you will then craft an essay in which you present your theology of preaching. Your Theology of Preaching paper should not seek to answer the questions provided above in a question and answer format. The questions are provided to generate thinking and reflection that will then lead you to crafting your own Theology of Preaching essay. Certainly your essay will engage and interact with these questions, but the format of the essay should reflect the depth of your own thinking and engagement; as a result the development and outline of your essay will be uniquely your own.

The essay should include a formal introduction. The body of the essay will be organized around main ideas or points in which you present your understanding of the preaching event. A formal conclusion will draw the paper together at the end.

As you discuss the main ideas through the body of the paper it is very important that you interact with and cite the sources that have helped you think through and arrive at the essay's main ideas. While I do not wish for you to include lengthy quotes from the sources you have read, it will be important that you interact with your reading (the use of brief quotations to supplement the discussion is acceptable). Discuss how a source helped shape or clarify your thinking on a particular aspect of the preaching event. As you discuss your convictions about preaching, you may highlight how the authors you read approached preaching in a similar fashion. You may use an author's idea as a springboard to discussing your conviction with regard to the preaching event. If there are books and authors other than those assigned for this class that have been helpful to you in developing your theology of preaching, please feel free to include and cite those sources in this paper as well.

Please follow MLA citation guidelines. The following website is an excellent resource for assisting you in formatting your paper, knowing how to cite sources in the body of the paper and how to format your "Works Cited" at the end of the paper.
<https://owl.english.purdue.edu/owl/resource/747/01/>

Please remember that you must provide a source citation anytime you reference an idea or the work of an author. The citation must be made whether you directly quote an author or use an author's thoughts or ideas.

Directions for formatting your paper can be found on page 12 of the syllabus. The grading rubric for the paper can be found on page 13 of the syllabus.

Pre-Class Sermon Preparation Report (due April 1, 2017)

For the first sermon, you will chose a sermon text from one of the Lectionary Readings for the first for weeks of Lent. While there are four texts for each Sunday, for the purposes of this sermon, you will chose a single text from which to craft your sermon. However, it is appropriate to reference other texts within the sermon as far as those additional texts support the sermon's Focus and Function.

The First Sunday of Lent - 3/5/17

Genesis 2:15 – 17, 3.1 – 7; Psalm 32; Romans 5:12 – 19; Matthew 4:1-11

The Second Sunday of Lent - 3/12/17

Genesis 12:1 – 4a; Psalm 121; Romans 4:1-5, 13 – 17; John 3:1 – 17 or Matthew 17:1 - 9

The Third Sunday of Lent – 3/19/17

Exodus 17:1 – 7; Psalm 95; Romans 5:1 – 11; John 4:5 – 42

The Fourth Sunday of Lent – 3/26/17

1 Samuel 16:1 – 13; Psalm 23; Ephesians 5:8 – 14; John 9:1 – 4

The Sermon Preparation Report has been prepared for you as a template in a separate file it is found on pages 14 & 15 the syllabus. The Preparation Report will walk you through the steps of preparing a sermon. While you will not complete a formal “Preparation Report” each week in the normal process of preaching, for this class the report is designed to slow down the sermon preparation process and help you walk through the steps of sermon preparation in a deliberate, thoughtful and reflective manner.

Copy the template on pages 14 & 15 into a new document. Do not change the formatting of the template. It is set up for you to type in your responses after each section. Save as a .doc or .docx file.

In preparation for completing the Sermon Preparation Report, please read the following:

* Long, Thomas G. *The Witness of Preaching*.

Read Chapters 3 & 4, pp. 69 - 116.

* Wilson, Paul Scott, Gen. Ed. *The New Interpreter's Handbook of Preaching*

Read the following articles:

“Choosing and Delimiting the Text” by Stephen Farris, pp. 1 – 3.

“Exegesis” by Thomas G. Long, pp. 17 – 24.

“Form Criticism” by Ronald J. Allen, pp. 24 – 28.

“Hermeneutics” by Stephen Farris, pp. 31 – 36.

“Literal Sense” by Henry J. Langknecht, pp. 49 – 51.

“Literary Criticism” by Patricia Dutcher-Walls. pp. 51 – 53.

Read the article/s in “Part 2” pp. 65 – 114 that correspond with the Scripture text you have chosen for the first sermon.

“Lectionary and the Christian Year” by Laurence Hull Stookey, pp. 321-5.

Pre-Class Sermon Manuscript (due April 1, 2017)

There is not one “right” or “correct” sermon form. The various readings for this class provide you with several approaches to crafting a sermon. Many times a preacher will default to the same sermon “form” out of habit or a simple lack of awareness that there are a variety of approaches available to the preacher in crafting the sermon. In this class we will seek to expand our horizons regarding the sermons forms available as well as the strengths and weaknesses of the various forms.

In preparation for writing the sermon manuscript you will submit prior to class, please read the following resources:

- * Craddock, Fred B. *Craddock on the Craft of Preaching*.
Read Chapters 3 – 18, pp. 19 – 194.
- * Long, Thomas G. *The Witness of Preaching*.
Read Chapter 5 - 8, pp. 117 - 232.
- * Wilson, Paul Scott, Gen. Ed. *The New Interpreter’s Handbook of Preaching*
Read the following articles:
 - “Moralism” by Sidney Greidanus, pp. 127 – 128.
 - “Plagiarism” by Richard Stern, pp. 128 – 129.
 - “Preaching, Ethics of” by Charles L. Campbell, pp. 131 – 133.
 - “Self-Disclosure” by G. Lee Ramsey Jr., pp. 133 – 135.
 - “Application” by Paul E. Koptak, pp. 176 – 177.
 - “Illustrations and Stories” by Michael Duduit, pp. 189 – 191.
 - “Metaphor and Figures of Speech” by Linda Lee Clader, pp. 193 – 8.
 - “Moves” by Teresa Lockhart Stricklen, pp. 199 – 200.
 - “Narrative Preaching” by Eugene Lowry, pp. 201 – 202.
 - Part 9 Rhetoric. All articles, pp. 343 – 368.
 - “Introduction: Seeking to be Heard” by Ronald J. Allen, pp. 369 – 371.
 - “Conclusions” by Jerry Carter, pp. 372.
 - “Deductive” by Dave L. Bland, pp. 375 – 377.
 - “Exegetical” by David A Davis, pp. 380 – 381.
 - “Expository” by Joel C. Gregory, pp. 381 – 383.
 - “Inductive” by Michael A. Brothers, pp. 390 – 392.
 - “Introductions” by Henry J. Langknecht, pp. 392 – 394.
 - “Manuscript” by Clayton J. Schmidt, pp. 394 – 395.
 - “Point Form” by Scott M. Gibson, pp. 401 – 404.

After completing the reading on sermon form, you will write a sermon to be submitted in manuscript form by April 1/ 2017. You will chose a sermon text from one of the Lectionary Readings for the first four weeks of Lent (see syllabus, page 6). While there are four texts for each Sunday, for the purposes of this sermon, you will chose a single text from which to craft your sermon. However, it is appropriate to reference other texts within the sermon as far as those additional texts support the sermon’s Focus and Function. Save your sermon as a .doc or .docx file for submission.

The Sermon Manuscript Assignment.

*At the top of the sermon manuscript, please include:

Your Name

Sermon Title

Sermon Text

Sermon Focus (see Long pp. 108 – 116 for writing Focus Statements)

Sermon Function (see Long pp. 108 – 116 for writing Function Statements)

*The sermon manuscript should be double-spaced. Write the manuscript using complete sentences, but in a conversational tone (this is not an academic lecture); use the language you would use if you were delivering the sermon aloud to the congregation.

*At the end of the manuscript:

Describe the sermon “form” you chose to use for this sermon.

Discuss why you chose “form” and why you thought it was the best approach for conveying the sermon’s Focus and supporting the sermon’s Function.

Discuss the ways in which this sermon’s form was similar to your usual or typical approach to preaching.

Discuss if you incorporated any new elements in the sermon’s form. How did you decide on these new elements? If your decision to try something new was related to the reading, please identify which book or article was important to your decision.

Save as a .doc or .docx file for submission.

Sermon Self-Evaluation (due April 1, 2017)

For the sermon assignment you will not only write the sermon manuscript for this class, but you will also preach the sermon in your ministry context. I would further encourage you to video record your sermon (perhaps you or someone in the congregation has a smart phone that would easily allow you to record a sermon) and watch it in preparation for completing the Sermon Self-Evaluation form.

After preaching the sermon in your ministry context, you will then need to complete the Sermon Self-Evaluation Form found on pages 16 -18 of the syllabus. The Sermon Self-Evaluation Form asks you provide a grade for yourself in four separate categories:

1. Biblical Content
2. Organization & Structure of the Sermon
3. Word Choice & Use of Pathos
4. Non Verbal Communication/Performance

Using the grading rubric you will score yourself in each of the four categories.

- 5.0** = Exceptional
- 4.5** = Very Good
- 4.0** = Good
- 3.5** = Acceptable
- 3.0** = Marginal
- 2.5** = Unacceptable

After you have scored yourself in each of the four categories, you will engage in a written discussion of what you think you did well in each category and where you would want to improve. As you discuss areas of strength and areas for improvement you will seek to be specific and detailed in your discussion. Please write in complete sentences.

The Sermon Self-Evaluation Template is at the end of this syllabus on page 16 & 17. Please copy and paste the Self-Evaluation Template into a new document. The template will expand as you write your comments; you are encouraged to engage in thorough and thoughtful reflection. Save as a .doc or .docx file for submission.

Directions for Assignments due during Class

Exegesis of Biblical Passages for Preaching

On Monday 5/22 the class will be divided into small groups. Each group will be assigned a passage of Scripture. On Monday evening the group will be expected to meet for 2 – 2 ½ hours for the purpose of exegeting the assigned passage of Scripture and preparing a group presentation of key findings for the purpose of preaching the text. Details for the completion of this assignment will be presented in class on Monday 5/22.

Sermon Preparation Report for In Class Sermon (due May 25, 2017)

Use the same instructions posted on page 6 of the syllabus for the pre-class Preparation Report. Please use the separate template provided for creating your preparation report (Syllabus pages 14 & 15). The template allows you to fill in the appropriate information. You will then save the template and submit it as the completed assignment.

For the in class sermon, you will chose a sermon text from one of the Lectionary Readings for the 7th Sunday of Easter, Pentecost or Trinity Sunday.

The Seventh Sunday of Easter – 5/28/17

Acts 1:6-14; Psalm 68:1- 10; 32 – 35; 1 Peter 4:12 – 14, 5:6 – 11; John 17:1 – 11

Pentecost – 6/4/17

Acts 2:1- 21; Psalm 104: 24 – 34, 35b; I Corinthians 12:3b – 13; John 20:19 – 23

Trinity Sunday – 6/11/2017

Genesis 1.1 – 2.4a; Psalm 8; 2 Corinthians 13:11 – 13; Matthew 28:16 - 20

While there are four texts for each Sunday, for the purposes of this sermon, you will chose a single text from which to craft your sermon. However, it is appropriate to reference other texts within the sermon as far as those additional texts support the sermon's Focus and Function.

In Class Sermon (due May 25, 2017)

A 10 - 12 minute sermon will be prepared for your ministry context and preached in class on a text from the Revised Common Lectionary for the 7th Sunday of Easter, Pentecost or Trinity Sunday.

A manuscript will NOT be submitted for this sermon; the grade for the sermon will be based on the oral delivery. The professor will grade the sermon using the same sermon evaluation form that you used for your Self-Evaluation of the pre-class Lenten sermon.

Sermons will be preached on 5/25 and 5/26.

Preaching Plan (due May 22, 2015)

Please read the following resources as you prepare your Preaching Plan. As you read each of these sources, consider how the author's ideas may help your sermon planning practices.

* Craddock, Fred B. *Craddock on the Craft of Preaching*.

Read Chapter 17, pp. 169-177.

* Wilson, Paul Scott, Gen. Ed. *The New Interpreter's Handbook of Preaching*

Read the following articles:

“Lectio Continua” by Ronald J. Allen, pp. 318 – 319.

“Lectionary and the Christian Year” by Laurence Hull Stookey, pp. 321-5

“Sermon Series” by Michael Duduit, pp. 416 – 418.

“Shaping Congregational Identity” by Edwin Searcy, pp. 418 – 419.

For this assignment you will prepare a Preaching Plan for 9/3/17 – 11/26/17. For each Sunday you will indicate your preaching text. After you have provided a calendar of Sundays listing the text for each day, please give your rationale for your choice of texts.

If you are preaching from the Revised Common Lectionary, discuss your choice of the main text from the four options available for each Sunday. What are the pastoral and/or theological reasons you have chosen the texts that you have in light of your pattern of preaching, the season in which the congregation finds itself, or any other considerations impacting your choice. Discuss how the congregation will be formed as disciples of Christ as a result of this approach to preaching from September 4 – November 26, 2016.

If you are not preaching from the Lectionary and have designed a series or another approach to preaching, please describe the direction you are taking with your preaching. You should also discuss the pastoral and/or theological reasons you have chosen the texts that you have in light of your pattern of preaching, the season in which the congregation finds itself, or any other considerations impacting your choice. Discuss how the congregation will be formed as disciples of Christ as a result of this approach to preaching from September 4 – November 26, 2016.

Formatting Directions for Theology of Preaching Paper

1. Double space the paper.
2. Use 1” margins on all sides.
3. Please do not justify the right hand margin.
4. Use 12 point font (Times New Roman or Cambria).
5. Write in complete sentences. Give careful attention to use of grammar and punctuation. If you are not a strong writer and need assistance with grammar and essay writing, here are some helpful websites:
<http://www.bartleby.com/141/>
<http://owl.english.purdue.edu/owl/section/1/>
http://www2.actden.com/writ_den/tips/essay/
6. Write in a paragraph format with each paragraph indented 1/2”. Each paragraph begins with a central idea or thesis statement. The first sentence of a paragraph is followed by at least two additional sentences that develop and discuss the idea presented in the first sentence.
7. Do not use lengthy quotes from either the textbooks or the Bible. You can assume that I have read the textbooks, so when you are discussing ideas from the books, simply name and discuss the concept, giving the reference in parentheses at the end of the sentence.
8. The writing assignments will be graded for both the depth of insight and reflection as prompted by the questions as well as attention to issues of writing and grammar.
9. Staple **each paper separately** in the upper left hand corner. No binders or covers, please.

Grading Rubric for Written Work

Excellent/Outstanding

Content: Substantial, specific, and/or illustrative content demonstrating sophisticated ideas and depth of insight in relation to the assignment.

Organization: Sophisticated arrangement of content with evident and/or subtle transitions.

Conventions: Evident control of grammar, mechanics, spelling, usage, and sentence formation.

Good/Notable

Content: Sufficiently developed content with adequate elaboration or explanation in relation to the assignment.

Organization: Functional arrangement of content that sustains a logical order with some evidence of transitions.

Conventions: Sufficient control of grammar, mechanics, spelling, usage and sentence formation.

OK/Average

Content Limited content with inadequate elaboration or explanation, lacks specificity in relation to the assignment.

Organization Confused or inconsistent arrangement of content with or without attempts at transition.

Conventions Inconsistent control of grammar, mechanics, spelling, usage and sentence formation.

Weak/ Below Average

Content: Superficial and/or minimal content.

Organization: Minimal control of content arrangement.

Conventions: Minimal control of grammar, mechanics, spelling, usage and sentence formation.

Sermon Preparation Report Template

*Please retain the **bold titles/headings** in this document to serve as a template for your report. Anything not in bold can be deleted as you prepare the Sermon Preparation Report

*This assignment must be completed and submitted for both the pre-class manuscript and the sermon preached in class.

Responses should be given in complete sentences with attention to a proper use of grammar.

1. Your Name:

2. Scripture Text:

Sermon Focus:

Sermon Function:

Sermon Title:

3. Congregational Description The sermon should be prepared for the main worship service of your congregational context or a setting in which you frequently preach.

- a. **Location of church: regionally & locally**
- b. **Age of the church: when was it established**
- c. **Demographic composition of the congregation** (age, education, income, etc.)
- d. **Theological commitments and preferences**
- e. **Predominant Style of Worship**
- f. **Other dynamics that inform the preaching context** (challenges faced by the church and/or community, recent events that impact the life of the congregation, etc.)

4. Your Observations of the Text.

- a. **What is God (Father, Son, Holy Spirit) doing or saying in this passage? Discuss/describe how you have come to this conclusion by observing the text.**
- b. **What are God's words or actions communicating about the nature and character of God (Father, Son, Holy Spirit)? Discuss/describe how you have come to this conclusion by observing the text.**

- c. **How are the people in the passage interacting with or responding to God (Father, Son, Holy Spirit)? Discuss/describe how you have come to this conclusion by observing the text.**
- d. **What does the people's interaction or response tell you about them? Discuss/describe how you have come to this conclusion by observing the text.**

5. Insights from Biblical Scholars After you have documented your observations of the text in #4, you will consult at least two commentaries to check your observations and conclusions. If you do not have commentaries in your library, please plan to borrow them from ministry colleagues.

Discuss how your reading of the commentators supported, extended, or challenged the key insights named in #5. If your conclusions were challenged how did you resolve the tension or come to greater clarity? Was resolving this issue critical to understanding the central message of the passage?

Please cite your sources and include in the *Works Cited* at the end of this document.

6. Discuss additional insights or discoveries you gleaned from your engagement with the commentaries and other sources that directly relate to your sermon's focus and function. **Why** are these insights important to your sermon?

Please cite your sources and include in the *Works Cited* at the end of this document.

7. Considering the biblical and theological implications of the passage as it relates to your sermon's *Focus* and *Function*, what of this passage runs counter to the cultural assumptions and values embedded in the context within which you will preach this sermon. What might the congregation find it hard to hear? Why? Respond in terms of the immediate cultural ethos of the congregation and societal values within which the congregation lives and witnesses.

8. Considering the biblical and theological implications of the passage as it relates to your sermon's *Focus* and *Function*, what of this passage is congruent with the cultural assumptions and values embedded in the context within which you will preach this sermon. What will resonate with the congregation? Why? Respond in terms of the immediate cultural ethos of the congregation and societal values within which the congregation lives and witnesses.

9. Discuss what you found difficult or challenging in the sermon preparation process?

10. Discuss what you found enjoyable or rewarding in the sermon preparation process?

Works Cited (using MLA)

Sermon Evaluation Template

Please complete each section below, providing your name and information about your sermon.

- Preacher's Name:**
- Scripture Text:**
- Sermon Title:**
- Sermon Focus:**
- Sermon Function:**

Grading Rubric:

5.0 = Exceptional 4.5 = Very Good 4.0 = Good 3.5 = Acceptable 3.0 = Marginal 2.5 = Unacceptable

Please record and provide rationale for the sermon's strengths and areas for improvement. Provide support for your "score" in each section by explaining why you have graded yourself as you have. You are encouraged draw from class content and course reading to reflect on sermon content. The template will expand as you type your answers, please be thorough as you discuss both the strengths of your sermon and areas for improvement. As you discuss your sermon in each of the sections below, please choose a different font than the one used in the template so that your responses stand out and are easily identified.

=====

1. Biblical Content
Score:

***Discuss how the sermon communicates a clear and faithful understanding of the text. Where there any points at which stronger communication would have been helpful?**

***Discuss how the sermon communicates the central convictions of the Christian faith. Were there any points of ambiguity?**

***The application is faithful to the biblical and theological message of the text. Why do you think so? What might have made the application stronger?**

2. Organization/Structure

Score:

***Introduction: Was a purposeful invitation into the sermon that immediately engaged the listener. Why do you think so? Could any changes or adjustments make the intro stronger?**

***Development: Recognizable and meaningful progression of thought with clear transitions. Why do you think so? Could any changes or adjustments make the development stronger and easier to follow?**

***Conclusion: Clear, Decisive ending in support of the Sermon's Function (no new information is introduced). Could any changes or adjustments make the conclusion stronger?**

*** Sermon Title builds interest, reflects the focus of the sermon and is used effectively in the body of the sermon. Why do you think so?**

3. Word Choice and Pathos

Score: Purposeful, Clear, Rich use of language that engages the imagination and evokes emotion.

Give examples of engaging use of language, word choice, metaphor or illustrations.

4. Non Verbal Communication

Score:

*** Eye Contact is natural, sincere, and sustained.**

*** Physical Presentation of facial expressiveness, gestures, movement and physical stance support communication. Are there any elements of nonverbal communication that are potentially distracting?**

***Voice is conversational in tone (variety in volume, emphasis and pace); verbal fillers are minimal. Are there any elements of the use of voice that are potentially distracting?**

***Attire is appropriate to the worship setting, communicates respect of congregation and God; does not draw undue attention to the preacher.**